**Butler University**

**ED 433— Foreign Language Special Methods**

Spring 2010

Laura Terrill

8529 Stark Drive

Indianapolis, IN 46216

Home: 317-546-2626

Cell: 314-369-9678

[lterrill@gmail.com](mailto:lterrill@gmail.com)

butlerforeignlanguagemethods.wikispaces.com

**Text:** The Keys to the Classroom

**Class Sessions – 2:45 – 4:15**

September 9, 15, 22, 29

October 6, 20

**Course Grade**

20% - Attendance, Preparation for Class, Participation during Class

80% - Unit Plan

**September 8**

* Discuss backward design planning process (ppt slides 1 – 20).
* Discuss Five Cs.
* Analyze learning scenarios.
* Discuss simple language/complex ideas - L’Homme de Couleur.
* Review Student Teaching Classroom Observation “Look Fors”.
* Review Foreign Language Lesson Template.

**September 15 — Advance Preparation:**

1. Watch Standards and the 5Cs

Teaching Foreign Languages K-12

A Library of Classroom Practices

<http://www.learner.org/libraries/tfl/>

1. Reflect on the Video:

* What are the Five Cs? How would you explain the standards in simple terms to students, parents and administrators. Note examples in the classroom clips that are shown. Use the graphic organizer to capture your thinking as you watch the video.
* What did you find interesting, surprising, or especially important about the way standards were addressed in these classroom examples?
* How do your state standards align with the National Standards for Foreign Language Learning? The Indiana World Language Standards can be found at:

<http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

1. The Keys to the Classroom – Read pages 1 – 15. Also review Templates A, C, D, E, F, H and I. Write at least 5 “thick” questions (Ask Questions - A.C.T.I.V.E.) about the reading and/or information in the templates.
2. Decide your unit theme and topic. Begin to draft a learning scenario. Be prepared to share your scenario in class.
3. (Optional) Ask your cooperating teacher and any other teachers for copies of their initial handouts to students and parents.

**September 15 – During Class**

* Discuss Keys to the Classroom using “thick” questions.
* Share learning scenarios.
* Discuss lesson design (ppt slides 21 – 48).
* View Cajun Folktale.

**September 22 – Advance Preparation**

1. Analyze a foreign language textbook using the rubric provided. Reflect on the strengths and weaknesses of the text with regard to the standards. Print handout from wikispace.
2. Refine Unit Learning Scenario for the unit that you expect to teach.
3. Write unit goals for the unit you expect to teach.
4. Select one other video from the ACTFL/Annenberg series to watch. <http://www.learner.org/libraries/tfl/> Write a reflection. What was of interest, what struck you as solid evidence of good teaching, what would you have done differently and why? Consider the “look fors” as you make your observations.
5. The Keys to the Classroom – Read pages 29 – 30 (not including lesson plan writing). Identify or create visuals that represent what is discussed in terms of the unit that you plan to teach. (Visualize - A.C.T.I.V.E.)
6. (Optional) Ask current teacher what he/she did the first day of school. Find out if your teacher has emergency lesson copies on file. Get copies if possible. Ask several students what their favorite class was the first day of school and why.

**September 22 – During Class**

* Turn in textbook evaluation and discuss findings.
* Share visuals that will work with you unit learning scenario, visuals that reflect the information on pages 29-30 of Keys to the Classroom.
* Describe the episode that you watched from the ACTFL/Annenberg collection. Comment on strengths and changes that you would make.
* Discuss assessment (Integrated Performance Assessment) and grading (ppt slides 49 – 63).
* Discuss interpersonal communication (ppt slides 64 – 75).
* Discuss Oral Proficiency Interview (OPI).

**September 29 – Advance Preparations**

1. The Keys to the Classroom – Read pages 30 – 41. Review templates and rubrics that address the proficiency level of your unit. Review Template G on page 23. Identify the most important words, ideas or concepts as you read. Be prepared to share your 4 most important words and explain why they are important. (Track down ideas - A.C.T.I.V.E.)
2. Watch Assessment Strategies <http://www.learner.org/libraries/tfl/> It will be helpful to watch the entire video, but be certain to watch the segment on Backward Design. You'll find this segment approximately 46 minutes after the video starts. Watch for about 7 minutes and 30 seconds. Respond to the following questions:

* How is backward design used to create authentic classroom assessments?
* How is the interpretive mode assessed? the interpersonal mode?
* How is feedback given and used to shape future instructional goals?

1. Develop an Integrated Performance Assessment outline for your unit. Design the task and identify the specific materials that you will need to give the assessment. Design or identify the rubrics that will be used to score the tasks.
2. (Optional) Ask current teachers for a copy of their grading systems. Reflect on the grading system that you will use in your own classroom.

**September 29 – During Class**

* Discuss reading from *Keys*. Share most important words/ideas and why.
* Discuss assessment strategies video from ACTFL/Annenberg.
* Share plan for Integrated Performance Assessment (IPA) for unit.
* Continue discussion of grading and use of rubrics – task-based vs. proficiency based.
* Discuss interpretive communication (ppt slides 76 – 88).
* Discuss use of authentic materials to integrate language, culture and content.

**October 6 – Advance Preparation**

1. Complete the lesson template for the first day of the unit. Describe in detail the hook that you will use to engage students in the unit on that first day.
2. Identify an authentic reading text and an authentic video segment that you will use as part of your unit. Design the activities that will go with this text. The materials used should be different from the materials used for the IPA assessment.
3. The Keys to the Classroom – Read pages 75 - 88. Make inferences based on what you are reading. Identify 2 – 3 specific sections where you believe that the author is saying more than is actually printed on the page. (Inferences - A.C.T.I.V.E.)
4. Create Complete IPA with all necessary materials.
5. Select or adapt a rubric to be used with each task.

**October 6 – During Class**

* Share inferences from *Keys*.
* Share the hook for your unit and your plan for the first day of instruction.
* Share the interpretive tasks that you have designed for your unit.
* Discuss presentational communication (ppt slides 89 – 104).

**October 20 – Advance Preparation**

1. Create two formative interpersonal tasks for your unit of instruction. Be sure that these allow students to demonstrate progress toward the summative interpersonal task that is outlined as part of the IPA.
2. Visit Toni Theisen’s wikispace. <http://tonitheisen.wikispaces.com/> Go to the page “Great Resources for Teachers”. Spend some time exploring options until you can identify a technology application that you feel will apply to your unit. Design an activity using that application.

**October 20 – During Class**

* Share the interpersonal tasks that you have designed for your unit.
* Discuss the role of technology in today’s classroom. What new application did you explore? How might you use it as part of your unit?
* Reflect on your unit. What are the strengths? Where would you like to spend more time to improve the unit? What questions do you have? If you had a chance to teach an aspect of the unit how did it go? What did you learn from any assessments that you were able to give?

**Final Unit Project – Due November 8**

Your unit project and all accompanying materials must be submitted electronically in an organized format – one that could easily be used by another teacher. You will receive written feedback on your unit. Copies of the unit material and the written feedback will be shared with Jannine Campbell no later than November 17.